Strategies to Teach English as a Foreign Language in Merdeka Curriculum: A Systematic Literature Review

Rufi'ah Ning Asrianti[1], Abas Rosadi[2]
[1,2]Faculty of Teacher Training and Education, Universitas Muhammadiyah Purwokerto
Jl. KH. Ahmad Dahlan, Dukuhwaluh, Kembaran, Banyumas, Jawa Tengah 53182

ARTICLE INFO	ABSTRACT
	This study uses a qualitative methodology and literature review strategy to explore various approaches to enhance students' English acquisition as a foreign language. Two distinct teaching approaches are identified: Teaching-Centered Learning and Student-Centered Learning. Effective teaching methods include teacher training, participation in English teacher meetings, creating a stimulating learning atmosphere, implementing differentiated learning, and conducting assessments. To address challenges, educators may adopt a novel approach to teaching English, such as the Merdeka curriculum, which incorporates the unique traits of each student based on their Pancasila profile. This curriculum is closely intertwined with ICT advancements from the Industrial Revolution, enhancing students' motivation and engagement in teaching and learning. Instructors must exhibit a proactive and inventive approach to create a captivating educational experience, fostering student engagement and enjoyment. Digital resources like YouTube, SMART-board, Twitter, and blogs can be utilized in the educational process to improve student involvement and efficiency while adhering to the updated curriculum standards.

Corresponding Author:
Rufi'ah Ning Asrianti
Universitas Muhammadiyah Purwokerto
Jl. KH. Ahmad Dahlan, Dukuhwaluh, Kembaran, Banyumas, Jawa Tengah 53182
Email: r.ningasrianti@gmail.com

1. INTRODUCTION

The Merdeka Curriculum is a breakthrough in the world of education to meet the diverse learning needs of students. The teacher as a learning facilitator can design learning that is interesting, safe, and implements student-centered learning. With the presence of the Merdeka Curriculum, teachers have the freedom to design learning that is student-centered.

The presence of the Merdeka Curriculum makes the mapping of students' learning styles and learning readiness more focused. Namely by carrying out a non-cognitive initial test process. In this process, the teacher will know the student's learning styles, so that the teacher can make learning plans that suit the student's learning needs, namely by designing differentiated learning.

The implementation of the Merdeka Curriculum tends to be new, so many students are not ready for the change from the teacher being the only source of learning, to student-centered learning. The initial condition of students at this time is passive, both in conducting group discussions, expressing opinions, practicing speaking in front of the class, and even students' unpreparedness in presenting group presentations.

This happens in almost all subjects including English lessons. Riki Sanra (Sandra et al., 2022) claims that this curriculum for independent learning allows both teachers and students to be creative, innovative, and free to

learn on their own while carrying out teaching and learning activities. To provide teachers the time to organize and assess the actual learning process, it is intended that educators will be able to create lesson plans quickly and effectively. Creating lesson plans is becoming a simpler and faster process. It can incorporate cooperative learning techniques and bring creativity to each class by modifying the resources used.

The Merdeka Curriculum is an autonomous learning system implemented by the Indonesian government as part of a learning policy program to restore the country's education system. This provides freedom for schools, teachers, students, and all school resources to innovate and learn creatively and independently. Teachers can act as main educators in this matter (Kemendikbudristek, 2019). The process of maximizing the potential of teachers and students to implement innovation and increase the level of independent learning is the essence of independent learning.

In this case, innovation and systemic change can be carried out, not just following a series of educational bureaucracies. The ability to learn freely must be able to increase the enjoyment and meaning of learning.

Therefore, teaching English here is not easy, especially for beginner learners such as those in elementary and junior high schools. Teachers need varied strategies to foster students' intrinsic motivation in learning English. First,"the strategy is an action plan that includes the methods and the various resources in teaching and learning. It means that strategy formulation is only in the preparation process, not the actions. Second, the strategy is set up to accomplish the goal. It implies that the main goal of formulating a strategy is to achieve purposes in practice." (Ridha Nur, 2022)

Questions:

Q1: What are the strengths of Merdeka Curriculum?

Q2: What strategies can teachers develop in teaching English as a foreign language?

2.   METHODOLOGY

In this study, the researcher used a qualitative method with a literature review design to gain the data. In this case, qualitative research is a method that is used to produce descriptive data. A literature review is an activity to collect research information by utilizing journals, literature, books, and writing products. The researcher used the limitation of data sources for this research by websites and journals. The literature review aims to find out a solution to the problem of research related to strategy in teaching English as a foreign language.

1. Framing questions for a review
2. Relevant studies
3. Assessing the quality of studies
4. Summarizing the evidence
5. Interpret the result and conclusion

3.   RESULTS AND DISCUSSIONS
3.1 Overview of the Implementation of the Merdeka Curriculum

The operational curriculum of the educational unit must be implemented in a dynamic manner that allows it to adapt to the local context and shift in accordance with cultural and historical developments. To create competencies relevant to both the present and the future, the curriculum is dynamic and always evolving. It is modified or produced based on the needs of students and the situation. While the curriculum is created with the needs of the children in mind, it is the responsibility of parents, communities, and schools to take the needs, preferences, experiences, and learning objectives of the kids into consideration through curriculum creation. In basic terms, the idea behind Indonesia's current use of the independent curriculum is based on Ki Hajar Dewantoro's theory that education is the catalyst for children's innate abilities to reach their maximum potential for safety and happiness as individuals and as members of society. Generally speaking, the Merdeka curriculum's implementation attempts to give educators and learners greater freedom in creating and carrying out a curriculum that is more pertinent and in keeping with regional needs.

Therefore, the Merdeka curriculum uses the term initial exam. Teachers use this test to identify and categorize students' learning needs based on learning readiness, interests, and learning profiles. Observation, interviews, or surveys are the mapping methods used. Furthermore, based on these findings, teachers can give students choices to learn according to their needs. Differentiated learning is a learning method designed for use in the classroom by considering the diversity of students' learning needs. There are three approaches that teachers can use in every classroom. Differentiating content based on what students learn is the first step. Instructors need to be able to map the material they teach to students' learning profiles, interests, and learning preparedness or a mix of these three factors. The idea of learning readiness has nothing to do with a student's IQ; rather, it has to do with information about the student's level of preparation or prior knowledge about new material. Process differentiation is the second. To prevent misconceptions about the information being taught, teachers must assess and comprehend whether their students learn best in groups or on their own, as well as what demands each student will have during the learning process. Thirdly, showcasing the outcomes of tasks or initiatives helps differentiate products. Writing,

performances, diagrams, essays, exam results, presentations, speeches, and other formats can all be used for work or projects. Teachers can give students a variety of approaches to learning, different ways to learn it, and ways to demonstrate the learning goals they have acquired by distinguishing these three parts.

According to Daga (2021), instructors and students are far better able to think critically, be more inventive and creative, and be content with their education when they understand the value of independent learning and the role that teachers play in it. Nonetheless, a lot of educators are unaware of the value of autonomous learning in both theory and practice. Educators must grasp curriculum change. There's no doubt that the teacher's ignorance of the principles and procedures of an autonomous curriculum will be detrimental. These negative features include, for instance, the challenge teachers face in developing autonomous curriculum teaching techniques and in putting independent learning policies into practice in classrooms and schools (M. Mustofa and P. Mariati, 2022).

3.2 Implementation of the Merdeka curriculum at the English as a foreign language

The implementation of the Merdeka curriculum in formal schools in English language lessons in particular prioritizes project-based learning. Because in principle, the Independent Curriculum prioritizes student-centered learning. This is important because learning emphasizes mastery of character, literacy, skills, and technology in addition to the realm of knowledge. Follow a self-study schedule tailored to English-related courses. Implementation of the Merdeka curriculum in the English as a Foreign Language program. Every teacher must explore all the potential, learning styles, and learning needs of their students to be able to create appropriate teaching modules, then make evaluations, and add the character of the Pancasila student profile to the teaching module that will be created. The material created is the subject matter that is under the characteristics of the student learning environment at the school. In the implementation of the Merdeka curriculum, teachers are given the freedom to create and determine learning materials according to the needs and assets owned by each school. English lessons are foreign language learning for students in Indonesia, therefore as English teachers, we must know very well about the materials and learning methods that are suitable for teaching English.

It is important to be careful because it is believed that if a teacher does not adapt his teaching style to the unique characteristics of his class, it will hurt students' learning motivation and ultimately cause them to dislike the English subject. After all, they perceive it as such. as something challenging. Schools must consider this when creating English language learning policies as part of the Merdeka curriculum. English teachers need to know who is considered a foreign language learner and what traits they possess. According to (Kharimah et al., 2023), students with a foreign language have these characteristics;

1. While some students are extrinsically motivated by outside variables like grades or employment prospects, others may be organically motivated by a sincere interest in the language.
2. Different students have different learning styles; some may be auditory learners who learn best through speaking and listening exercises, while others may be visual learners who benefit from charts, diagrams, and other visual aids.
3. While older learners may have stronger cognitive maturity and analytical abilities that can help them understand grammatical rules, younger learners frequently have more natural language acquisition abilities.
4. While introverted people could prefer written exercises or reflective learning, extroverts might be more willing to participate in conversations and speaking activities.
5. A student's cultural background may have an impact on how well they acquire a language, especially in terms of how their home language and the target language differ or are similar.
6. Due to similarities in language structures or familiarity with language learning techniques, students who have studied numerous languages may find it easier to pick up new ones.
7. Students' confidence in speaking the language tends to increase as they become more proficient. Their confidence can be greatly increased by encouragement and positive reinforcement.
8. While adult learners may bring in prior language learning experiences that can influence their approach to learning a new language, younger learners may be more flexible and open-minded.
9. Various students advance at various speeds. Some people may pick up on some linguistic skills easily while having difficulty with others. Effective teaching requires an understanding of these variations and the ability to accommodate them.
10. For fear of making mistakes or feeling ashamed, some students may be reluctant to practice speaking or using the language. Creating a secure learning environment can aid in reducing this anxiety.

Gaining an understanding of and accommodating these varied features can greatly improve the efficacy of teaching foreign languages, as well as assist students in becoming more proficient and fluent speakers.

Using project-based learning methods, or project-based instruction as it is also called, is one of the teaching strategies used in the classroom (PJBL). The application of stimulus-oriented learning (student centered) is known as the project-based learning method (Project Based Learning). According to Fathuirrohman (2015), project-based learning is a method of teaching that uses projects to achieve desired attitudes, knowledge, and psychomotor competence. Students are required to solve problems by using their problem-solving skills, evaluating, developing, and promoting learning products based on empirical evidence. While problem-solving is the main

goal of project-based learning, students also learn how to think critically and develop problem-solving strategies. Throughout the project-based learning environment, students will engage in more active participation, exhibit higher levels of motivation, and assist in the acquisition of a variety of skills.

The learning syntax using the Project Based Learning (PJBL) project-based learning methodology is as follows:

1. Explain the fundamental questions (beginning with an essential question).
2. Make a project plan.
3. Establish a project completion checklist.
4. Track their project completion progress.
5. Highlighting and teaching the project completion results.
6. Assessing and reflecting on projected procedures and outcomes.

When students are learning in class, they are expected to present their work. During the final exercise, students work under the supervision of their teacher to reflect on their completed learning. Students are taught through public education using the project-based learning method (Project Based Learning). Soft skills like speaking and communication will be learned independently by emphasizing soft talents that may be taught by teachers. These include creativity, discipline, independent learning, speaking ability, and critical thinking. The successful implementation of the Merdeka Curriculum in English language learning for foreign students means a successful policy to fulfill implementation requirement is that the implementer must know what to do. Under what was conveyed by Eidwards III (Suibarsono, 2014) one of the variables is the influence of policy implementation in communication on the Merdeka curriculum:

1. Basic Framework

The fundamental framework for the national education system and standards is the Mei Cuirriculuim. Instead of the 2013 Curriculum, the Pancasila Student Profile was developed in the Merdeka Curriculum.

2. Targeted Competency

In this instance, the Merdeka curriculum uses the phrase learning outcomes (CP). In the learning process, students' competencies in knowledge, attitudes, and each of these areas make up their learning outcomes (CPs).

3. Curriculum Structure

Pancasila students are developed in the Merdeka curriculum through projects, extracurricular activities, and intracurricular activities. While the Merdeka curriculum has weekly class schedules, the 2013 curriculum has weekly class schedules. Subject-based and integrated learning organizations are implemented as part of the Merdeka curriculum.

4. Learning Process

The Merdeka Curriculum differentiates instruction according to the skills of the students. One of the projects that students have to finish while learning is named Pancasilas in the Merdeka curriculum.

5. Assessment

Formative assessments are used in the Merdeka curriculum, and the results serve as a reflection of the students' acceptable learning levels. include evaluations, specifically assignments designed to improve Pancasila student profiles. evaluations of knowledge, abilities, and attitudes.

6. Teaching Resources

Textbooks and non-textbooks are used as teaching resources in both the 2013 and Merdeka curricula. The Merdeka curriculum is taught using teaching modules, learning objectives (ATP), and projects to improve the Pancasila student profile.

7. Curriculum Tools

Learning guidelines, assessments, curriculum creation for schools, commerce strengthening projects, Pancasila student profiles, and inclusive education implementation are all features of the Merdeka curriculum.

3.3 The Strengths of the Merdeka Curriculum

The educational environment in Indonesia has seen a substantial upheaval due to the adoption of the Merdeka Curriculum, particularly in the field of English language instruction and acquisition. This curricular design is notable for its focus on comprehensive education and its incorporation of practical skills training. Specifically, in the field of English teaching, the Merdeka Curriculum offers several advantages that address the varied requirements of learners.

The Merdeka Curriculum employs a learner-centric methodology, emphasizing student involvement and active participation in the learning process. It promotes interactive and conversational approaches in English language education, creating an atmosphere that emphasizes language use instead of rote memorization. This method allows students to actively engage in English language practice within authentic contexts, improving their ability and self-assurance in using the language.

Furthermore, the curriculum emphasizes the use of technology in English language teaching. The Merdeka Curriculum acknowledges the importance of digital literacy in today's environment and integrates a range of

technical tools and resources to enhance language learning. It promotes the use of educational software, online platforms, and multimedia material to enhance the dynamism and accessibility of English learning for students.

In addition, the Merdeka Curriculum places a strong emphasis on fostering critical thinking and problem-solving abilities in conjunction with language learning. English classes are specifically crafted to not only improve language proficiency but also foster critical reasoning and creativity. By engaging in English conversations, debates, and collaborative projects, students are equipped with the ability to analyze information and communicate their thoughts proficiently. The curriculum fosters cultural comprehension and worldwide consciousness via English language instruction. The language learning tools include a variety of cultural viewpoints, providing pupils with exposure to many cultures and promoting a sense of global citizenship. This method not only enhances the linguistic abilities of pupils but also fosters their capacity to interact and cooperate with people from other cultures.

Furthermore, the Merdeka Curriculum facilitates teachers' efforts in enhancing their professional growth. It offers educators adaptable teaching guidelines and resources, motivating them to use inventive teaching techniques and customize their approaches to accommodate pupils' unique requirements. This assistance provided to instructors plays a crucial role in guaranteeing the successful execution and ongoing enhancement of English language instruction.

The Merdeka Curriculum serves as a forward-thinking framework that enhances the teaching and acquisition of the English language in Indonesia. By placing emphasis on student-centered methodologies, integration of technology, fostering critical thinking skills, promoting cultural awareness, and providing support for teachers, it establishes the foundation for a comprehensive and efficient English language education system in the nation. Merdeka Curriculum actually has the strength in implementing teaching and learning processes. The government's explanation of the primary goals of the Merdeka Curriculum is as follows:

1. Project-based learning for the development of soft skills and appropriate character of the Pancasila Student Profile.
2. Focus on the subject matter.
3. An emphasis on the development of critical thinking.

It is essential to allow sufficient time for in-depth learning in core competencies such as literacy and numeracy, and for teachers to adopt differentiation-based learning based on students' capacity. The Pancasila Student Profile is a fundamental aspect of the Merdeka curriculum, defining the personality competence based on Pancasila values (Sari & Sinthiya, 2022). This profile is in line with the government's vision and mission, emphasizing that Pancasila Students are lifelong learners with global competence, personality, and behavior according to Pancasila values, encompassing faith, global diversity, cooperation, independence, critical reasoning, and creativity.

In the Merdeka Curriculum, there is a reform related to the lesson plan, giving teachers the freedom to use, modify, or create their modules based on the students' characteristics and needs, which refers to the Pancasila Students Profile element. However, it is different from the previous curriculum which had many lesson plans. Besides, the new curriculum allows teachers to focus on three components: teaching and learning objectives, learning process, and assessment, which can be condensed into a single page, while the other components are complementary (Aulia, 2021).

This is in line with Ki Hajar Dewantara, education is where all the seeds are planted under this philosophy, education's purpose is to assist students in reaching their greatest potential. School is not a prison, instead, it should be used to develop, standardize, and integrate multiple abilities. Learning independence, the central theme of current Indonesian education policy and the forerunner of the Merdeka curriculum education, was ultimately initiated by the participants' students' need to learn freely (Setiawan et al., 2022).

3.4 Teachers Strategies to Develop in Teaching English as A Foreign Language

To change the antiquated educational system and the lack of communication between students and instructors, the new Merdeka Curriculum plan encourages the development of a "freedom" mindset among students and teachers. To end students' habitual passivity, all student-centered learning strategies and tactics can be used as bridges, Pertiwi et al. (2022)

GBA as one strategy to teach language and literacy, combines the knowledge of genre and its instruction into educational programs directly about how language works to create meaning, where it is founded on the Systemic Functional Linguistic (SFL) theory of Halliday. This method's objective is to support students in effectively communicating by predetermined objectives while preserving linguistic features and giving them practice utilizing English texts for procedural, conceptual, and factual information (Kurikulum Merdeka, 2022). Through comprehension of text and its social purposes, textual organization, and language features in the appropriate context, students can increase their English competence in the context of the curriculum, particularly the English curriculum, thanks to the SFL-GBA advantage (Wijaya, 2020). As a result, the application of SFL-GBA as a methodology in English courses has been made possible by the language curriculum in Indonesia.

SFL-GBA was first introduced in 2004 as part of the curriculum for English learning and teaching in Indonesia. It was later developed into the KTSP (School-Based Curriculum), where a curriculum and syllabus development approach model that used text-based learning was considered to be the best methodology for text-based curriculum incorporated in KTSP (Made Sujana et al., 2010; Wijayanti et al., n.d.). Additionally, the SFL_GBA has undergone updates and is now considered a respectable substitute method for teaching English in the K-13 curriculum (Atmazaki, 2013; Kementrian Pendidikan dan Kebudayaan, n.d.; TEFLIN, 2013). As stated in SK BSKAP No. 8 of 2022 on Kurikulum Merdeka 2022, the newest curriculum, the Merdeka Curriculum, uses a text-based approach (Genre-based Approach) to teach English in general. SFL is also employed as a theory in this curriculum. It should be noted that SFL-GBA is still an effective method for teaching and learning that should be used by instructors in Indonesian English classes while implementing the language curriculum.

Additionally, the four stages of the SFL-GBA implementation are explicitly outlined in Merdeka Curriculum 2022 to assist teachers in implementing the approach in the classroom. These stages are Modeling of the Text (MoT), Joint Construction of the Text (JCoT), Independent Construction of the Text (ICoT), and Building Knowledge of the Field (BKoF). The teacher expands the students' prior knowledge or understanding of the subject matter to be written about or discussed during the first step, known as BKoF. At this point, the instructor also develops the text's cultural background. In the second stage, known as MoT, students produce written and spoken works using a model or example of the text as a guide from the teacher. In the third level, JCoT, the teacher helps students and collaborates on text creation. Students develop spoken and written materials independently for the fourth level, ICoT. The aforementioned stages are explained in SK BSKAP No. 8 of 2022 on Mereka Curriculum 2022.

This method promotes a better knowledge of language and its use in many circumstances. Students' capacity to write texts that suit their settings and communication aims might be improved by learning diverse genres. The Genre-Based Approach approach is most commonly employed in the teaching of second or foreign languages, although it may also be utilized in the teaching of first languages. This method has been shown to be effective in assisting students in developing comprehensive and flexible language skills. The Genre-Based Approach to Syntax Learning consists of the following phases.

1. BKOF (Building Knowledge of Field) is a method used by teachers to assist students in developing their beginning knowledge. Through several stages, this technique focuses on strengthening students' critical and creative thinking abilities.
2. Modeling of Text (MOT) At this level, students are exposed to model texts of the type of text being studied (spoken or written).
3. Joint Construction of Text (JCOT) is a step in text building or writing in which various writers or authors collaborate to achieve certain aims.
4. Autonomous Text Generation (ATG) At this level, students are anticipated to have the ability to generate oral or written discourse autonomously. During the BKoF stage, the instructor was required to accomplish the components via a sequence of learning activities in accordance with the BKoF phases. In this methodology, the instructor employs several models, first presenting a textual exemplar, followed by posing inquiries to the students about the given text. The next task entails scrutinizing, deliberating, and discerning the words or phrases inside the text. This practice will enhance one's vocabulary by focusing on words that are relevant to the content. Group discussion is a viable method for accomplishing this task.

These exercises demonstrate a focus on student-centered learning when the instructor assumes the role of a facilitator. The last exercise involves replicating several different activities.

The implementation of the Merdeka Kurikulum is further bolstered by several tactics, including the use of debate and demonstration techniques, the incorporation of electronic media as educational tools, the integration of games, and the provision of reinforcement throughout the final stages of the teaching and learning process. Teaching strategies refer to specific approaches or procedures used to solve a problem or accomplish a job. They are systematic techniques used to effectively manage and manipulate information to achieve a desired objective. The teaching technique is closely linked to the teacher's selection of instructional materials for students. It is important to take into account the teacher's methodology for establishing criteria while selecting materials. Teachers prioritize the use of subject matter that is both comprehensible and uncomplicated when constructing instructional materials. Electronic media has also been used as a teaching tool by Educators.

Despite the limited range of electronic media used, it is important to acknowledge the teacher's commendable efforts in this instance. Teachers have included games as a means of diversifying teaching methods, with the integration of technological media. The teacher's efforts are commendable and demonstrate the appropriate course of action. It is well acknowledged that each student has varying degrees of drive and desire when it comes to studying. If there has been a reduction in motivation, the instructor should contemplate strategies to rekindle students' enthusiasm and engagement in the learning process. To address these issues, the use of educational games may effectively mitigate them and serve as a means to assist students in acquiring effective teaching methodologies for English language acquisition.

Teaching tactics refer to the several methods used to impart educational material to students. These techniques include the planning, diversity, and organization of activities with the goal of teaching students valuable skills. Two extensively debated pedagogical approaches in the realm of education are Teacher-Centered Learning and Student- Centered Learning. Instructor-centered learning is characterized by the instructor being the main provider of knowledge, thus resulting in passive learning and impeding students' creativity (Ardian & Sudji, 2015). Conversely, Student-Centered Learning prioritizes the students as the central focus of the learning process, to actively involve them in their educational journey (Trinova, 2013). This technique is specifically tailored to be adaptable and by the Merdeka Curriculum, which prioritizes student success and the cultivation of learning abilities. The Merdeka Curriculum in Indonesia gives instructors the autonomy to design instructional materials and approaches that are tailored to the specific requirements of their students. It emphasizes the significance of individualized learning and cooperative endeavors. Hence, the implementation of the Student-Centered Learning approach, which aligns with the Merdeka Curriculum, might serve as a potent method to augment the learning process, especially in courses like English.

There are several strategies to teach English effectively, including:

1. Teacher training: This helps teachers learn how to teach professionally using the new curriculum. Professionalism is a complex structure that encompasses one's views, behaviors, and competence in their field. Teacher training can help teachers achieve high standards and subject matter competence (Suwartono & Nitiasih, 2020).

2. Attending English teachers' association meetings: These meetings bring together English teachers from different regions, each with their unique challenges. Teachers can learn from each other's experiences and discuss solutions to common problems, such as the confusion surrounding the Freedom-to-learn curriculum (Atmoko & Kuswandono, 2021).

3. Creating an exciting and enjoyable learning environment: Teachers should design an engaging and comfortable learning space for students to increase their motivation to learn English. A student's learning environment has a significant impact on their academic performance (Ibem, Alagbe, & Owoseni, 2017).

4. Implementing differentiated learning: This student-centered approach involves tailoring teaching materials to students' needs and interests. Differentiated learning is flexible and adaptable to meet students' needs, maximizing their potential given their various learning profiles, interests, and preparation for learning (Moningka, 2022).

5. Conducting evaluations: Teachers can use evaluations to modify their lesson plans and teaching methods to match the skill level of their students. To help teachers implement assessments effectively and resolve organizational issues with the Freedom-to-learn curriculum, practical materials and guidance are essential (Shadri, Hermita, Deswarni, Purnamasari, Lingga, & Wijoyo, 2023).

3.5 New Strategies in Teaching English

Nowadays, new strategies in the teaching and learning process, especially in English subjects can be used as digital tools. To make the teaching and learning process more fun and not monotonous. For instance, teachers can use YouTube, SMART-broad, Twitter, Blog, etc. To create a new strategy for English teaching effectively.

1. YouTube

YouTube offers a diverse array of methods to aid and improve the learning process. In the realm of English language acquisition, YouTube is arguably more advantageous than in other educational settings. According to Omar Huda (2015), advancements in technology and the widespread availability of high-speed internet in traditional classrooms have provided English classes and learners with a highly diverse tool to enhance their listening abilities.

YouTube videos can be utilized in a language classroom to improve various aspects of English, such as vocabulary, accents, pronunciation, and voice modulation. One of the main advantages of using YouTube for teaching English is the access to authentic examples of everyday English by native speakers. This can help in enhancing students' listening, reading, writing, and speaking skills. For instance, videos like "Instructional Classroom Language" and "Classroom Language- Vocabulary For Kids" can be valuable resources for incorporating authentic language examples into the classroom.

2. SMART-broad

It is Interactive whiteboards, such as SMART-boards, are modern alternatives to traditional whiteboards and flip charts. They allow teachers to display and interact with educational content from a computer's desktop, including educational software, websites, and more. SMART-boards facilitate a student-centered approach to teaching language arts by enabling teachers to improve reading and comprehension and to teach grammar and writing using a combination of video, audio, web browsing, and word processing for interactive learning experiences. These boards also promote group interaction and collaboration among students, making them effective tools for activities like brainstorming and group discussions. Additionally, interactive whiteboards reduce the need for paper flip charts or handwritten notes, making meetings more efficient and engaging.

3. Twitter

Twitter is a widely used microblogging platform that imposes a character restriction of 140, allowing users to publish concise messages, often consisting of one to three words. This requirement compels users to express themselves in a succinct manner, which contributes to the attractiveness of the systems. The remaining appeal of the attraction resides in its dynamic content that fosters more socialization and interaction among individuals, surpassing the capabilities of earlier Social Networking System (SNS) models.

Twitter, a social networking application, can be a valuable tool for improving students' English and engaging them in learning activities. Research has shown that integrating Twitter in educational settings has led to improved learning, motivation, engagement, and communication among students. Twitter can be used to teach media and information literacy, digital skills, and global citizenship, providing opportunities to enrich students' learning and engagement through social media. It has been reported to enhance engagement and collaboration among peers, teachers, and students.

Additionally, integrating Twitter as an engagement and learning tool has resulted in perceived improved interaction and engagement in online classes. Therefore, the use of Twitter as an online education technology tool can have a significant impact on engaging students in learning and improving their understanding of concepts. Twitter is a great tool for teachers to encourage collaboration and peer feedback among students. Users have the option to share a hyperlink or pose a query, prompting students to collectively engage in Twitter's mechanism of addressing an individual. As users gain proficiency, they may use Twitter's features such as "hashtags", which enable the organization of a collection of tweets. Within the scope of a certain term. (Continue reading for a detailed description of how these mechanisms operate).

Utilizing these tools and apps that increase their usefulness will maximize the knowledge gained in the EFL lesson and encourage students to independently explore more. By conducting a search using a specific hashtag, preferably based on the key concepts provided by their teachers, students may encounter unexpected and substantial Commerce-related content that is both relevant and timely. This curiosity may prompt them to further explore and discover interesting material that goes beyond the scope of their English as a Foreign Language (EFL) course.

4. Blogs

Which is a blending of two terms 'web' and 'blog', can be defined as a publicly-accessible online platform in which a user can save and share their ideas, thoughts, opinions, and experiences through various media such as texts, photographs, and videos" (Fithriani Rahmah, 2018). Blogging has become a popular tool in education as it provides a platform for sharing information and generating discussion. Many educators prefer using blogs to traditional methods of teaching as it helps students gain experience with various forms of social media.

Setting up a course blog is easy and can be done using free platforms such as BlogSpot, WordPress, or Tumblr. One further advantage of blogging, as highlighted by the majority of students, is the heightened awareness they gain about the reception of their written message by their readers. To put it simply, blogging facilitates students' comprehension of writing for a broader readership, rather than only writing to impress their teacher and get high marks, which is the common practice in EFL writing courses.

4. CONCLUSIONS

The Merdeka Curriculum in Indonesia revolutionizes English language instruction by emphasizing student-centered learning and cultivating intrinsic motivation. Teachers may customize instruction to suit individual learning styles and preparedness by using non-cognitive initial assessment. This methodology fosters ingenuity, autonomy, and analytical reasoning in the process of acquiring language. The Indonesian government has implemented a curriculum that allows schools, instructors, and students the freedom to experiment and study autonomously. Customized instructional approaches that include students' individual characteristics and preferences, project-oriented learning, and an emphasis on using technology provide a flexible and responsive curriculum that is specifically designed for the local environment.

The curriculum prioritizes the adjustment of teaching methods to suit the individual features of students, with the goal of enhancing their motivation and fluency, while also catering to a range of different learning styles. Establishing a safe learning environment reduces anxiety and improves the effectiveness of language acquisition. Project-based learning (PJBL) is an essential approach in this curriculum, using projects to cultivate skills and foster learning through the process of solving problems. The approach highlights learner-centered approaches, the incorporation of technology, and the development of critical thinking skills, all while promoting cultural understanding and global citizenship.

The Merdeka Curriculum facilitates the professional development of teachers by providing flexible guidelines and tools and promoting creative instructional strategies to cater to the diverse requirements of pupils. The curriculum's progressive approach improves English language learning by emphasizing student-centered approaches, critical thinking, and cultural awareness, while also offering teacher assistance. The curriculum is designed to be by the Pancasila Student Profile, with a specific focus on developing personality competency via the promotion of Pancasila ideals. It fosters an attitude of "freedom" among students and instructors, using student-

centered learning methodologies. Implementing the Systemic Functional Linguistic theory in English instruction encompasses four phases that facilitate the learning of language skills.

In addition, the study proposes many pedagogical approaches to augment the acquisition of the English language. These approaches include participating in instructional sessions, using digital platforms such as YouTube and Twitter, and integrating blogging to develop writing proficiency and engage a wider audience. These tactics are designed to enhance student engagement and effectiveness in the learning process, while still meeting the rigorous criteria of the new curriculum.

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